



Varberg, Sweden, October 31<sup>st</sup> – November 4<sup>th</sup>, 2011

Norrköping Science Park  
ThinkingSchools Network

## ***Sustainable Success in School Development***

### ***Objective:***

School reform is gathering pace in many countries around the world at the moment, driven either by economic or political change, by new technology or social media, or by national or international test results. This leaves many of us in a bewildered state: what rhetoric should we respond to and what should we strategically ignore?

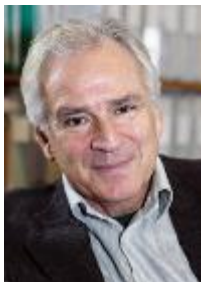
The purpose of this conference and related workshops is to help you make decisions based on the cornerstones of success: motivation, feedback, leadership and evaluation. Bringing together leading thinkers from across the globe, we will explore together the results from research and best practice to identify what really works and when. We invite you to join us.

### ***Program overview:***

- Sunday evening October 30<sup>th</sup>, 8.00 PM: Welcome Reception (for those arrived).
- Full Day Workshop Monday October 31<sup>st</sup>: (**price halved to 900SEK/workshop**)
  - Debra Masters, Visible Learning, Auckland, New Zealand: Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.
- Embedded two-day conference
  - Tuesday November 1<sup>st</sup>: Peter Gärdenfors, Debra Masters, Bosse Larsson *et. al.*
  - Wednesday November 2<sup>nd</sup>: Bill Martin, Hans Renman, Kim Schildkamp, James Nottingham *et.al.*
- Two more full day workshops Thursday November 3<sup>rd</sup>: (**price halved to 900SEK/workshop**)
  - James Nottingham, Newcastle, director of Sustained Success, Bosse Larsson, Norrköping, teacher and entrepreneur. How to develop a Growth Mindset
  - Kim Schildkamp, assistant professor, TWENTE University: An eight step approach to using data in your school: data teams. (**moved from Friday November 4<sup>th</sup>**)

## Sustainable Success in School Development

### Facilitators:



**Peter Gärdenfors** is professor of Cognitive Science at Lund University and coordinator of the Linnaeus environment Cognition, Communication and Learning. His main current research interests concern the learning of concepts and semantics. Peter is very active in the media, writing popular science books and newspaper articles and he appears frequently on Swedish radio and TV. He is a member of the Royal Swedish Academy of Letters, History and Antiquities; the Royal Swedish Academy of Science; Academia Europaea; and Leopoldina Deutsche Akademie für Naturforscher. Since this year he is a member of the Prize Committee for the Prize in Economic Sciences in Memory of Alfred Nobel.



**Bill Martin**, is Managing Director of *Bill Martin and Associates*, a U.S.-based company, which facilitates change in large organizations through the generation of powerful shared visions involving all staff, and implementation of the resulting long-term development plans. He focuses on organizational learning, the creation of leadership capacity, innovation, effective change, and the direct teaching of systems thinking skills and thinking dispositions. He has spent most of his career in senior leadership positions. Bill's background is in education, both in public education and in universities. On two occasions he led large schools in low socio-economic, culturally diverse communities to win *State and National awards for organizational excellence*. These awards are given to only 300 U.S. schools annually from over 36,000 schools in the country. The impressive positive effects on staff, students, parents and local communities have been well documented and internationally recognized. Bill has also earned National awards for leadership. Bill's processes are in powerful use internationally, and he completes regular tours of the U.S., Australia, New Zealand, the Middle East and Europe. One of his major current projects is the establishment of an international network of innovative schools spread across six countries.



**James Nottingham** is director of his own company, *Sustained Success*, and author of the critically acclaimed book: *Challenging Learning*. He has been a teacher and leader in both primary and secondary schools, and was co-founder and director of RAIS, an award winning, multi-million pound regeneration project supporting education, public and voluntary organisations across north east England. In 1999 he featured in a nationally televised documentary about *Philosophy for Children* and inquiry-led learning, and in 2008 was listed in the Future 500, 'a definitive list of the UK's most forward thinking and creative innovators.' He is a co-founder of [p4c.com](http://p4c.com), as well as European Coordinator of OUR Education Network.



**Debra Masters** works for Visible Learning which is a division of Cognition Education based in Auckland, New Zealand. In her role Deb works closely with John Hattie who is Senior Research Consultant with Visible Learning. John Hattie is well known for the meta-analysis on school research which forms the basis of further teaching and learning and research projects across New Zealand and Australia. In her role, she has managed the development of assessment tools, assessment professional development as well as the review of the National Assessment strategy. She was closely involved with the development of the revised New Zealand curriculum and facilitated the review and design of the English curriculum. Debra has a background in primary and secondary teaching.



**Bosse Larsson**, teacher from Sweden with long experience of working with creative thinking from pre-school to upper secondary level. During 2008-2009 contracted by SLUG in Norrköping. Performs in-house training of teachers and has, with his education company ([www.tankvidare.nu](http://www.tankvidare.nu)), developed creative and entrepreneurial concepts together with schools. Presenter at "The 14<sup>th</sup> International Conference on Thinking (ICOT) 2009" in Kuala Lumpur and "The 15<sup>th</sup> ICOT 2011" in Belfast. Keywords: creative thinking, future competencies, mindset, motivation and feedback.



**Hans Renman** was 2006 appointed project leader for the most modern secondary school in Sweden, YBC, where he later became an award winning headmaster. Since March 2010, he has been heading his own companies Renman Education & Management, and Business Creatives Sweden, in the area lecturing, education and consulting. In October 2010 Hans Renman was appointed the CEO of TÄNK OM, a consultant and education company working domestic and internationally with schools, cities and regions enrolled in 1:1 implementation and education and management modernization. TÄNK OM is the exclusive 1:1 education partner of Apple Sweden.



**Kim Schildkamp** is since January 2008 assistant professor at Educational Institution, TWENTE University in the Netherlands. She is involved in research on "data-based decision making for teacher- and school development". How can data support schools in curriculum development and curriculum evaluation is one of my central questions. In 2005 she received a Fulbright scholarship and conducted a study into 'The utilization and impact of a school performance feedback system used in Louisiana', at the Louisiana State University, in cooperation with the Louisiana Department of Education (LDE). She has also been with University of Toronto - Ontario

Institute for Studies in Education, 2001, and with Radboud Universiteit Nijmegen, 1997-2001. Kim Schildkamp is also founder and chair of the ICSEI data use network:

<http://www.acel.org.au/index.php?id=1302>.



**Jens Karlsson**<sup>1</sup> is principal of Söderporten school, Norrköping - the first school in Sweden to join OUR network. The school is extremely multi-cultural, with most children having recently arrived in the country and speaking Swedish as a second language. With the help of OUR network processes and the leadership of Jens and his co-principal, Peter, Söderporten achieved in 2010 the best exam results since the introduction of the Swedish grading system in 1997. Jens has a masters degree in pedagogical leadership. He is also an examiner for the assessment and quality control of Swedish schools. Since 2009, he has also been supporting all the other Swedish schools in OUR n

continues to grow as a network facilitator. <sup>1</sup> [Jens meddelade förhinder i god tid \(8 augusti 2011\) och deltog ej. Kommentar 2014-09-06 med anledning av NTs insinuanta artiklar. /Bengt Lennartsson](#)



**Bitte Sundin** is the director of a school district in the city of Norrköping, Sweden. The district contains both pre-schools (1-5 years old) primary and secondary schools. She has been engaged in developing schools, first as a teacher in secondary schools, then as a principal. For the last 13 years she has worked both as a director and as a developer of schools. Her main interest is training teachers and principals how to develop students' thinking skills, and how to organize for that. Bitte has also worked with teachers training in university, and as a consultant with leadership training. Together with her husband, Professor Bengt Lennartsson, she was convenor of the 13th

International Conference on Thinking (ICOT) in Norrköping in 2007, and founder of the online Thinking Schools Network.

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## **Contents:**

### **Full Day Workshop:**

**Monday October 31<sup>st</sup>:** *Debra Masters*, Auckland, New Zealand:

Visible Learning: A synthesis of over 800 meta-analyses relating to achievement.

This workshop looks at the influences on achievement in school-aged students based on Professor John Hattie's internationally acclaimed research in his latest book *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. This outstanding research involved 15 years, many millions of students and represents the largest ever evidence-based research into what actually works in schools to improve learning.

### **Embedded Two-day Conference:**

**Tuesday November 1<sup>st</sup>:**

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|-------------|---|
| 09.30-10.00 | Registration, coffee  |
| 10.00-10.30 | Welcome and conference opening  |
| 10.30-11.30 | Peter Gärdenfors, professor Lund University: The Lust of Understanding  |
| 11.50-13.00 | Lunch   |
| 13.00-14.00 | Debra Masters, Auckland: Examining John Hattie's research into the major factors that contribute to improved student learning outcomes.           |
| 14.45-15.15 | Bosse Larsson, Norrköping: Upgrading future competencies - Creativity 3.0 and Motivation 3.0!   |
| 15.15-      | Coffee, exhibition, mingle  |
| 15.45 -     | Panel discussion: Debra Masters, Peter Gärdenfors, Bengt Lennartsson, and Bill Martin. Moderator: To be decided. With questions from the audience |
| 18.00-      | Reception, dinner, cultural performance   |

**Wednesday November 2<sup>nd</sup>:**

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| 09.00-10.00 | Bill Martin, Colorado: What is worth fighting for in the leadership of schools?                         |
| 10.00-10.30 | Coffee  |
| 10.30-11.15 | Hans Renman, CEO TÄNK OM, Technology And Successful Transformation Of Teaching And School Leadership    |
| 11.15-12.00 | Kim Schildkamp, TWENTE: Data use for school improvement: challenges and opportunities                   |
| 12.00-13.15 | Lunch   |
| 13.15-15.00 | Fredrik Höper, Bitte Sundin, Jens Karlsson, Bill Martin: Leading Learning - Presentation of OUR Network |
| 15.00-15.30 | Coffee  |
| 15.30-16.00 | James Nottingham, Newcastle: Challenges for Education in Europe   |

## **Two more full day workshops:**

**Thursday November 3<sup>rd</sup>:** James Nottingham, Newcastle, director of Sustained Success, Bosse Larsson, Norrköping, teacher and entrepreneur.

How to develop a Growth Mindset. Carol Dweck's research has revealed that we all hold mindsets about our intelligence, ability, personality, etc. Her theory of mindsets has significant practical implications for teachers, business-people, sportsmen and women, and parents. Her research has shown that students who hold a growth mindset do better in school and that teaching students a growth mindset enhances their achievement. Interestingly, there may not be a correlation between the mindset one holds and one's performance until students encounter difficulty. For example, for many students (especially 'gifted and talented' students) the challenge-levels they experience in school can be perceived as low – they might not encounter many concepts which they regard as problematic, difficult and demanding.

**Friday November 4<sup>th</sup>:** Kim Schildkamp, assistant professor, TWENTE University:

An eight step approach to using data in your school: data teams. Want to learn how to use data effectively to improve your school? This workshop will teach you how to use data available in your school, following an eight step data team procedure. In the Netherlands, teams of teachers and school leaders have used this procedure successfully to, for example, improve mathematic achievement and to reduce grade retention. The procedure includes steps such as problem definition (for example, low mathematic achievement), hypotheses with regard to what causes the problem (e.g. a lack of motivation of students leads to low achievement), collecting data to test these hypotheses (for example linking student motivation survey results to achievement results), and taking measures to improve education.